

## Figure M. 04 Performance Task Scenario (G.R.A.S.P.S. - Nutrition example)

### *Goal:*

- **The goal (within the scenario) is** to create an illustrated brochure to teach the 2nd graders about the importance of good nutrition for healthful living

### *Role:*

- **You are** a teacher of nutrition

### *Audience:*

- **The target audience** is a 2nd grade class

### *Situation:*

- **You need to.** show the difference between a balanced diet and an unhealthy diet.

### *Product/Performance and Purpose:*

- **You need to** create a brochure that describes healthy vs unhealthy eating and shows at least 2 health problems that can occur as a result of poor eating.

### *Standards & Criteria for Success:*

- **Your** brochure should...
  - contain accurate information
  - easy for 2nd graders to read and understand

## Figure M. 05 Performance Task Scenario (G.R.A.S.P.S. - Nutrition example TASK #2)

### *Goal:*

- **The goal is to create a menu for the 3-day trip to the Outdoor Ed. Center.**

### *Role:*

- **You are** a menu advisor

### *Audience:*

- **The target audience** The Outdoor Center Director (and your peers)

### *Situation:*

- **You need to** propose a nutritionally-balanced and tasty menu, within budget, for 3 days of camping by the entire class.

### *Product/Performance and Purpose:*

- **Menu** plan for three days, including the 3 main meals and 3 snacks (a.m., p.m., and campfire).
- **Letter** to the director explaining how your menu meets the USDA nutritional guidelines. Include a chart showing a breakdown of the fat, protein, carbohydrates, vitamins, minerals, and calories. Explain how you made it as tasty as possible.

### *Standards & Criteria for Success:*

- healthy and tasty menu
- well written and well supported letter.

## Figure M. 06 Performance Task Scenario (G.R.A.S.P.S. - mathematics example)

### *Goal:*

- **The goal (within the scenario) is to minimize costs for shipping bulk quantities of M&Ms.**

### *Role:*

- **You are an engineer in the packaging department of the M&M Candy Company.**

### *Audience:*

- **The target audience is non-engineer company executives.**

### *Situation:*

- **You need to convince penny-pinching company officers that your container design will provide cost-effective use of the given materials, maximize shipping volume of bulk quantities of M&Ms, and be safe to transport.**

### *Product/Performance and Purpose:*

- **You need to design a shipping container from given materials for the safe and cost-effective shipping of the M&Ms. Then you will prepare a written proposal in which you include a diagram and show mathematically how your container design provides effective use of the given materials and maximizes the shipping volume of the M&Ms.**

### *Standards & Criteria for Success:*

- **Your container proposal should...**
  - provide cost-effective use of the given materials
  - maximize shipping volume of bulk quantities of M&Ms
  - be safe to transport
- **Your models must make the mathematical case.**

## Figure M.07 Performance Task Scenario (G.R.A.S.P.S. - social studies example)

### ***Goal:***

- **Your goal is to help a group of foreign visitors understand the key historic, geographic and economic features of our region.**

### ***Role:***

- **You are an intern at the Regional Office of Tourism.**

### ***Audience:***

- **The audience is a group of nine foreign visitors (who speak English).**

### ***Situation:***

- **You have been asked to develop a plan, including a budget, for a four-day tour of the region. Plan your tour so that the visitors are shown sites that best illustrate the key historical, geographic and economic features of our region.**

### ***Product/Performance and Purpose:***

- **You need to prepare a written tour itinerary and a budget for the trip. You should include an explanation of why each site was selected and how it will help the visitors understand the key historic, geographic and economic features of our region. Include a map tracing the route for the tour.**  
[Optional: Provide a budget for the trip.]\*

### ***Standards & Criteria for Success:***

- **Your proposed tour plan needs to include...**
  - an itinerary and route map
  - the key historical, geographic and economic features of the region
  - a clear rationale for the selected sites
- \*- accurate and complete budget figures



# Figure M.08 Task Scenario Builder (G.R.A.S.P.S.)

Consider the following set of stem statements as you construct a scenario for a performance task. Refer to the previous idea sheets to help you brainstorm possible scenarios. (Note: These are idea starters. Resist the urge to fill in all of the blanks.)

### **Goal :**

- Your task is \_\_\_\_\_
- The goal is to \_\_\_\_\_
- The problem/challenge is \_\_\_\_\_
- The obstacle(s) to overcome is (are) \_\_\_\_\_

### **Role:**

- You are \_\_\_\_\_
- You have been asked to \_\_\_\_\_
- Your job is \_\_\_\_\_

### **Audience:**

- Your client(s) is (are) \_\_\_\_\_
- The target audience is \_\_\_\_\_
- You need to convince \_\_\_\_\_

### **Situation:**

- The context you find yourself in is \_\_\_\_\_
- The challenge involves dealing with \_\_\_\_\_

### **Product/Performance and Purpose:**

- You will create a \_\_\_\_\_  
in order to \_\_\_\_\_
- You need to develop \_\_\_\_\_  
so that \_\_\_\_\_

### **Standards & Criteria for Success:**

- Your performance needs to \_\_\_\_\_
- Your work will be judged by \_\_\_\_\_
- Your product must meet the following standards \_\_\_\_\_
- A successful result will \_\_\_\_\_

## Figure M.09 Alternate Task Starter

### Scenario

You are a curator of a US History museum. Design a museum exhibit on 'prairie life' containing drawings, simulated diary entries, and pioneer letters back home. The goal of your exhibit is to inform visitors about the challenges faced by the pioneers. Your exhibit should...

*meet the following criteria:*

- accurate
- appropriate
- apt
- clear
- convincing
- correct
- creative
- defensible
- effective
- efficient
- elegant
- empathetic
- entertaining
- justified
- informative
- insightful
- novel
- organized
- perceptive
- persuasive
- polished
- precise
- proficient
- reflective
- responsive
- revealing
- sensitive
- skilled
- sophisticated
- supported
- thorough
- well-crafted
- understandable
- unique
- valid
- verified
- other: \_\_\_\_\_

*so that:*

the museum visitors better understand the dangers and hardships and of pioneer life on the prairie

## Figure M.10 Alternate Approach to Tasks

### Scenario

Design an experiment to determine which of four brands of detergent will most effectively remove three different types of stains on cotton fabric. Provide written directions and a graphic display to guide an absent classmate through your procedure. Your experimental procedure should...

*meet the following criteria:*

- accurate
- appropriate
- apt
- clear
- convincing
- correct
- creative
- defensible
- effective
- efficient
- elegant
- empathetic
- entertaining
- justified
- informative
- insightful
- novel
- organized
- perceptive
- persuasive
- polished
- precise
- proficient
- reflective
- responsive
- revealing
- sensitive
- skilled
- sophisticated
- supported
- thorough
- well-crafted
- understandable
- unique
- valid
- verified
- other: \_\_\_\_\_

*so that:*

another experimenter can follow your procedure and determine the most effective detergent for removing each stain

# Figure M. 11 - Ideas for Performance Tasks

Students show they understand that:

The life of pioneers on the prairie was filled with hardships and dangers.



when they can:

why/how/that/the/of...

Explain

- connect  describe  explain
- inform  prove  persuade
- teach  show  justify



others about the hardships and dangers of pioneer life

Interpret

- analyze  illustrate  interpret
- make sense of...  reveal
- represent  show



letters, diaries and photographs for insights into the hardships of prairie life

Apply

- create  construct  de-bug
- decide  design  demonstrate
- guide  use  perform
- propose  coach  solve



a museum exhibit to reveal how the life of pioneers on the prairie was filled with hardships and dangers

Shift Perspective

- compare  critique  debate
- evaluate  shift perspective
- test  consider the various views



why people leave home - then versus now

Empathize

- empathize with  imagine
- walk in the shoes of...
- entertain the possibility that...



the suffering and the courage of the pioneers

Self Assess

- adjust  reflect upon  revise
- self assess  recognize their habit



how much harder life was then as compared to today



## Figure M. 12 STUDENT ROLES and AUDIENCES-

**KEY: ROLES = ○ and AUDIENCES = □**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> <input type="checkbox"/> actor               | <input type="checkbox"/> <input type="checkbox"/> family member               | <input type="checkbox"/> <input type="checkbox"/> playwright              |
| <input type="checkbox"/> <input type="checkbox"/> advertiser          | <input type="checkbox"/> <input type="checkbox"/> farmer                      | <input type="checkbox"/> <input type="checkbox"/> poet                    |
| <input type="checkbox"/> <input type="checkbox"/> artist/illustrator  | <input type="checkbox"/> <input type="checkbox"/> filmmaker                   | <input type="checkbox"/> <input type="checkbox"/> policeman/woman         |
| <input type="checkbox"/> <input type="checkbox"/> author              | <input type="checkbox"/> <input type="checkbox"/> firefighter                 | <input type="checkbox"/> <input type="checkbox"/> pollster                |
| <input type="checkbox"/> <input type="checkbox"/> biographer          | <input type="checkbox"/> <input type="checkbox"/> forest ranger               | <input type="checkbox"/> <input type="checkbox"/> radio listener          |
| <input type="checkbox"/> <input type="checkbox"/> board member        | <input type="checkbox"/> <input type="checkbox"/> friend                      | <input type="checkbox"/> <input type="checkbox"/> reader                  |
| <input type="checkbox"/> <input type="checkbox"/> boss                | <input type="checkbox"/> <input type="checkbox"/> geologist                   | <input type="checkbox"/> <input type="checkbox"/> reporter                |
| <input type="checkbox"/> <input type="checkbox"/> boy/girl scout      | <input type="checkbox"/> <input type="checkbox"/> government official         | <input type="checkbox"/> <input type="checkbox"/> researcher              |
| <input type="checkbox"/> <input type="checkbox"/> businessperson      | <input type="checkbox"/> <input type="checkbox"/> historian                   | <input type="checkbox"/> <input type="checkbox"/> reviewer                |
| <input type="checkbox"/> <input type="checkbox"/> candidate           | <input type="checkbox"/> <input type="checkbox"/> historical figure           | <input type="checkbox"/> <input type="checkbox"/> sailor                  |
| <input type="checkbox"/> <input type="checkbox"/> carpenter           | <input type="checkbox"/> <input type="checkbox"/> illustrator                 | <input type="checkbox"/> <input type="checkbox"/> school official         |
| <input type="checkbox"/> <input type="checkbox"/> cartoon character   | <input type="checkbox"/> <input type="checkbox"/> intern                      | <input type="checkbox"/> <input type="checkbox"/> scientist               |
| <input type="checkbox"/> <input type="checkbox"/> cartoonist          | <input type="checkbox"/> <input type="checkbox"/> interviewer                 | <input type="checkbox"/> <input type="checkbox"/> ship's captain          |
| <input type="checkbox"/> <input type="checkbox"/> caterer             | <input type="checkbox"/> <input type="checkbox"/> inventor                    | <input type="checkbox"/> <input type="checkbox"/> social scientist        |
| <input type="checkbox"/> <input type="checkbox"/> celebrity           | <input type="checkbox"/> <input type="checkbox"/> judge                       | <input type="checkbox"/> <input type="checkbox"/> social worker           |
| <input type="checkbox"/> <input type="checkbox"/> chairperson         | <input type="checkbox"/> <input type="checkbox"/> jury                        | <input type="checkbox"/> <input type="checkbox"/> statistician            |
| <input type="checkbox"/> <input type="checkbox"/> chef                | <input type="checkbox"/> <input type="checkbox"/> lawyer                      | <input type="checkbox"/> <input type="checkbox"/> storyteller             |
| <input type="checkbox"/> <input type="checkbox"/> choreographer       | <input type="checkbox"/> <input type="checkbox"/> library patron              | <input type="checkbox"/> <input type="checkbox"/> student                 |
| <input type="checkbox"/> <input type="checkbox"/> CEO                 | <input type="checkbox"/> <input type="checkbox"/> literary critic             | <input type="checkbox"/> <input type="checkbox"/> taxi driver             |
| <input type="checkbox"/> <input type="checkbox"/> coach               | <input type="checkbox"/> <input type="checkbox"/> lobbyist                    | <input type="checkbox"/> <input type="checkbox"/> teacher                 |
| <input type="checkbox"/> <input type="checkbox"/> community members   | <input type="checkbox"/> <input type="checkbox"/> meteorologist               | <input type="checkbox"/> <input type="checkbox"/> t.v. viewer             |
| <input type="checkbox"/> <input type="checkbox"/> composer            | <input type="checkbox"/> <input type="checkbox"/> museum director/<br>curator | <input type="checkbox"/> <input type="checkbox"/> tour guide              |
| <input type="checkbox"/> <input type="checkbox"/> clients/customer    | <input type="checkbox"/> <input type="checkbox"/> museum goer                 | <input type="checkbox"/> <input type="checkbox"/> trainer                 |
| <input type="checkbox"/> <input type="checkbox"/> construction worker | <input type="checkbox"/> <input type="checkbox"/> neighbor                    | <input type="checkbox"/> <input type="checkbox"/> travel agent            |
| <input type="checkbox"/> <input type="checkbox"/> dancer              | <input type="checkbox"/> <input type="checkbox"/> newscaster                  | <input type="checkbox"/> <input type="checkbox"/> traveler                |
| <input type="checkbox"/> <input type="checkbox"/> designer            | <input type="checkbox"/> <input type="checkbox"/> novelist                    | <input type="checkbox"/> <input type="checkbox"/> t.v./movie<br>character |
| <input type="checkbox"/> <input type="checkbox"/> detective           | <input type="checkbox"/> <input type="checkbox"/> nutritionist                | <input type="checkbox"/> <input type="checkbox"/> tutor                   |
| <input type="checkbox"/> <input type="checkbox"/> editor              | <input type="checkbox"/> <input type="checkbox"/> panelist                    | <input type="checkbox"/> <input type="checkbox"/> viewer                  |
| <input type="checkbox"/> <input type="checkbox"/> elected official    | <input type="checkbox"/> <input type="checkbox"/> parent                      | <input type="checkbox"/> <input type="checkbox"/> visitor                 |
| <input type="checkbox"/> <input type="checkbox"/> embassy staff       | <input type="checkbox"/> <input type="checkbox"/> park ranger                 | <input type="checkbox"/> <input type="checkbox"/> website designer        |
| <input type="checkbox"/> <input type="checkbox"/> engineer            | <input type="checkbox"/> <input type="checkbox"/> pen pal                     | <input type="checkbox"/> <input type="checkbox"/> zoo keeper              |
| <input type="checkbox"/> <input type="checkbox"/> expert (in _____)   | <input type="checkbox"/> <input type="checkbox"/> photographer                |   |
| <input type="checkbox"/> <input type="checkbox"/> eye witness         | <input type="checkbox"/> <input type="checkbox"/> pilot                       |   |

## Figure M. 13

### Possible Products and Performances

What student **product(s)** and/or **performance(s)** will provide appropriate evidence of understanding and/or proficiency? The following lists offer possibilities. (Remember that student products and performances should be framed by an explicit purpose or goal and an identified audience.)

<i>Written</i>	<i>Oral</i>	<i>Visual</i>
<input type="radio"/> advertisement	<input type="radio"/> audiotape	<input type="radio"/> advertisement
<input type="radio"/> biography	<input type="radio"/> conversation	<input type="radio"/> banner
<input type="radio"/> book report/review	<input type="radio"/> debate	<input type="radio"/> cartoon
<input type="radio"/> brochure	<input type="radio"/> discussion	<input type="radio"/> collage
<input type="radio"/> collection	<input type="radio"/> dramatization	<input type="radio"/> computer graphic
<input type="radio"/> crossword puzzle	<input type="radio"/> dramatic reading	<input type="radio"/> data display
<input type="radio"/> editorial	<input type="radio"/> interview	<input type="radio"/> design
<input type="radio"/> essay	<input type="radio"/> radio script	<input type="radio"/> diagram
<input type="radio"/> experiment record	<input type="radio"/> oral presentation	<input type="radio"/> diorama
<input type="radio"/> historical fiction	<input type="radio"/> oral report	<input type="radio"/> display
<input type="radio"/> journal	<input type="radio"/> poetry reading	<input type="radio"/> drawing
<input type="radio"/> lab report	<input type="radio"/> puppet show	<input type="radio"/> filmstrip
<input type="radio"/> letter	<input type="radio"/> rap	<input type="radio"/> flyer
<input type="radio"/> log	<input type="radio"/> skit	<input type="radio"/> game
<input type="radio"/> magazine article	<input type="radio"/> speech	<input type="radio"/> graph
<input type="radio"/> memo	<input type="radio"/> song	<input type="radio"/> map
<input type="radio"/> newscast	<input type="radio"/> teach a lesson	<input type="radio"/> model
<input type="radio"/> newspaper article		<input type="radio"/> Power Point show
<input type="radio"/> play		<input type="radio"/> photograph
<input type="radio"/> poem		<input type="radio"/> questionnaire
<input type="radio"/> position paper		<input type="radio"/> painting
<input type="radio"/> proposal		<input type="radio"/> poster
<input type="radio"/> research report		<input type="radio"/> scrapbook
<input type="radio"/> script		<input type="radio"/> sculpture
<input type="radio"/> story		<input type="radio"/> slide show
<input type="radio"/> test	<input type="radio"/> other: _____	<input type="radio"/> storyboard
<input type="radio"/> web site	<input type="radio"/> other: _____	<input type="radio"/> videotape
		<input type="radio"/> web site

## M. 16 A Collection of Assessment Evidence

(example - unit on Nutrition - grades 5-6)

### Performance Tasks:

You Are What You Eat - Students create an illustrated brochure to teach younger children about the importance of good nutrition for healthful living. T

Chow Down - Students develop a 3-day menu for meals and snacks for an upcoming Outdoor Education camp experience. They write a letter to the camp director to explain why their menu should be selected (by showing that it meets the USDA Food Pyramid recommendations, yet tasty enough for the students).

### Other Evidence:

(e.g., tests, quizzes, prompts, work samples, observations, etc.)

Quiz 1 - the food groups OE

Quiz 2 - the USDA Food Pyramid


Prompt - Describe two health problems that could arise as a result of poor nutrition and explain how these could be avoided.

### Student Self-Assessment and Reflection:

1. self assess the brochure, You are What You Eat SA
2. self assess the camp menu, Chow Down
3. self assess the extent to which you "eat healthy" at the end of unit (compared to the beginning)

# M. 17 Check: Is every desired result assessed?

For every desired result, you need one or more assessments. Use the sheet below to identify the corresponding number(s) of each STAGE 1 element next to the assessment(s) designed to provide evidence of it.

<p><b>Stage 1</b></p> <p><i>If the desired results require learners to understand, address Essential Questions, know, and be able to do...</i></p>		<p><b>Stage 2</b></p> <p><i>then, the assessments below match up with the desired result(s) by number:</i></p>	
1	2	3	4
5	6		

**Note: there need not be a 1-to-1 correspondence. Some desired results will be assessed by more than one assessment and vice versa.**

## Figure M. 18 - Design Checklist – Stage 2

### Performance Task(s)

T

1. \_\_\_\_\_ The performance task(s) in Box T is/are aligned with one or more desired results in Stage 1. The task(s) will yield appropriate evidence of the identified understanding(s).
2. \_\_\_\_\_ The task(s) involve(s) a complex, real-world (i.e., “authentic”) application of the identified knowledge, skill, and understandings.
3. \_\_\_\_\_ The task(s) is/are written in the G.R.A.S.P.S. form.
4. \_\_\_\_\_ The task(s) allow(s) students to demonstrate understanding with some choice/options/variety in the performances and/or products.
5. \_\_\_\_\_ The task(s) are *not likely to be performed well* without a clear grasp of the understandings the task is meant to assess.
6. \_\_\_\_\_ The task(s) require(s) one or more of the six facets of understandings.
7. \_\_\_\_\_ The scoring rubric(s) include(s) distinct traits of understanding *and* successful performance.
8. \_\_\_\_\_ The scoring rubric(s) highlight what is appropriate, given the evidence needs suggested by the Desired Results of Stage 1.

### Other Evidence

OE

9. \_\_\_\_\_ Other appropriate evidence has been identified in summary form (e.g., key quizzes, exams, student self-assessments, etc.) to supplement the evidence provided by the performance task(s) .
10. \_\_\_\_\_ Students are given the opportunity to self-assess and reflect upon their learning and performance.

## FIGURE M. 19 ASSESSMENT TIPS & GUIDELINES

### Determine acceptable evidence.

*What evidence will show that students understand and can meet other unit goals?*

#### Performance Tasks:

T

- A performance task –
  - Requires **transfer** – i.e. a repertoire of knowledge and skill to be used wisely and effectively in a new situation - i.e. used with understanding
  - Asks students to “do” the subject, not just recall and plug in discrete learning, out of context
  - Is set in a novel situation, with little or no scaffolding or cues provided: the student has to think through what the task demands as part of the assessment (the “game” vs. the scaffolded and simplified “drills”)
  - should be as realistic as possible, in which students confront the same kinds of challenges, constraints, and options found in the real world
- A task, like any other aspect of STAGE 2, is meant to yield evidence of key elements in Stage 1; it is not meant to be a learning activity: validity is the primary concern, not whether it is interesting or fun as a task.
- A performance “task” may actually involve a variety of situations, performances, and products (i.e. it can be a “complex” task, with related sub-tasks).
- Writing the task in GRASPS form makes it likely that the task will involve authentic transfer: give the student a Goal, a Role, an Audience, a Setting, Performance/product demands, and a set of Standards and criteria by which work will be judged.
- Build in as much differentiation via options and alternatives in the situation(s) as is feasible – *without corrupting the validity of the assessment*. (i.e. the various options should be relatively equal in what they demand and reveal about a student’s understanding.)
- The goal is sufficient evidence for each student. Any group component to a task should be matched by evidence about the individual’s understanding. This can be accomplished by having separate parts to the task (such as a separate sub-task in which roles and perspective change – e.g. from group design team to solo reviewer) or by quizzes and prompts given to each student (and put in Other Evidence) that assess for the same goals.
- Don’t end up unwittingly assessing for evidence unrelated to your goals. Keep asking the “2-question validity test” and its implications: can the task be done well without understanding? Can the task be done poorly by someone with deep understanding? Then, the task will not yield valid evidence, by definition. Be especially careful of demanding a mode or method of assessment that favors some student ability over others in ways that are not at the heart of your goals, e.g. you end up assessing - unfairly - writing ability or multimedia facility instead of understanding of the subject.

## M. 19 ASSESSMENT DESIGN TIPS & GUIDELINES

### Stage 2: Determine acceptable evidence.

#### Rubric(s):

- Clarify the criteria by which constructed-response work should be judged, and develop rubrics for each continuum of quality. It doesn't matter whether you have a single rubric in a matrix form for the various traits or separate pages for each rubric related to each criterion. What matters is that you assess all the independent variables central to success.
- Use as many distinct criteria as needed to ensure excellent feedback. Rule of thumb: the fewest independent variables. e.g. "accuracy" is independent of "well-developed" and "creative" so that at least those three criteria should be assessed separately.
- Make sure that you identify valid criteria for scoring that suit the transfer goals and understandings, not just the particulars of the performance tasks (e.g. if the Standard involves causes and effects of the Civil War, score "causal reasoning" and "insight of historical analysis" not just "high-quality museum display")

#### Other Evidence (quizzes, tests, prompts, observations, dialogues, etc.):

- Identify the *specific questions* related to key knowledge and skill goals from Stage 1 that you expect students to be able to answer upon completion of this unit.
- Typical tests, quizzes, and homework belong in this box: discrete and uncomplicated assessment of skills and factual knowledge that isn't otherwise assessed in the performance tasks.
- Supplement all your performance tasks, as needed, to get more reliable and varied evidence of understanding, knowledge, and skill for *each individual student*. This is especially important if you claim that this unit addresses a Standard in an in-depth way, and the performance tasks are basically group projects. You need evidence for each student, ultimately.
- The goal is a photo album, not a single snapshot, for the assessments in the unit to be both valid and reliable.
- Don't confuse "assessment evidence" with "giving grades." Just because you plan to assess it doesn't mean you will give a grade to it. Nor does the assessment "score" need to translate mechanically into a "grade." If the task is difficult and new for students, then grade accordingly; if the point of the assessment is more for feedback, then don't make it a grade for achievement, only process and effort, etc. This is not to say: don't give grades. It is to say: don't confuse "feedback to students" with the separate act of "giving grades." [Local grading policy may be in need for discussion and revision as a separate issue.]